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ABSTRACT

Nine successful community college programs for small business management training are described in this report in terms of their college and economic context, purpose, offerings, delivery modes, operating and marketing strategies, community outreach, support services, faculty and staff, evaluation, and future directions. The model programs are offered by: (1) Albuquerque Technical-Vocational Institute, which provides individual assistance to businesses, evening and weekend workshops, day and evening courses, and a certificate program; (2) Cuyahoga Community College (CC), which offers a full-service associate degree as well as short, noncredit workshops; (3) Daytona Beach CC's Center for Small Business, which provides workshops, seminars, counseling, and resources; (4) El Paso CC's Center for Educational Services for Small Business Development, which offers a comprehensive system of educational and support systems utilizing community and college resources; (5) the Rural Business Institute of Genesee CC, which provides on-site consultation services; (6) Lane CC's Business Assistance Center, which stresses practical skills training, services to small rural businesses, and farm business management; (7) Montgomery College, which offers courses for the public and local employers, and produces business conferences; (8) Saddleback CC, which features an entrepreneurship program and a workshop series on starting a business; and (9) Stark Technical College's Thursday College for Small Business Owners, which stresses problem-solving skills. (DAB)

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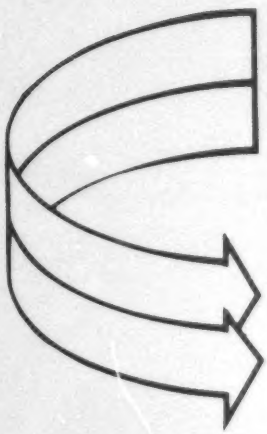

Small Business Training

Models for Community Growth

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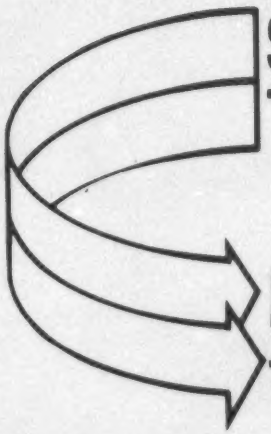

Small Business Training

Models for Community Growth

American Association
of Community and Junior Colleges

National Small Business Training Network

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Introduction

"Community and junior colleges have enormous potential for reaching into the grass roots of America with effective training and educational programs that relate to all kinds of small businesses."

---James C. Sanders, Administrator
U.S. Small Business Administration

Community and junior colleges are playing an increasingly vital role in the economic development of our nation. They are the primary providers of educational programs and services that meet the practical and immediate needs of community-based populations and industries. They offer learning opportunities at the grass roots level through high quality, accessible, and cost-effective programs which enable millions of individuals to acquire the knowledge and skills needed for productive employment as well as personal enrichment.

Moreover, small business training has become big business for two-year colleges. For example, during 1983 the National Small Business Training Network at AACJC will link 275 two-year institutions with district SBA offices to organize and deliver targeted short-term small business management training. Since its inception in 1980 the Network has achieved an impressive track record for providing individuals with the skills needed for survival in the world of small business ownership and management. In 1981 the Network delivered more than one million person-hours of training to nearly 50,000 people; for 1982 the numbers have doubled.

Despite tough economic times the entrepreneurial spirit is thriving. In fact, for many people confronted by layoffs or long unemployment a small business venture presents a possible option for economic self-sufficiency. In most communities all it takes to start a new venture is an idea or skill and a few dollars for a business license. Statisticians project more than 500,000 new business ventures will be launched this year.

However, statistics also show that the rate of small business failure is high. According to a recent Dun and Bradstreet report on small business start-ups there were more than 92,000 small businesses that went into the credit markets in 1981. The Small Business Administration says new small firms have only one chance in three of surviving four years.

Thus, the need for strengthening the work of individual two-year institutions in the field of small business training is great. Too many fledgling businesses are created without a thorough exploration of the market, adequate capital to carry a venture until profits can be realized, or even basic knowledge of how to organize and manage a profitable small enterprise. The goal of an increasing number of business management educators is an established national set of priorities that will assure all occupational students of the opportunity for small business management training.

The National Small Business Training Network is dedicated to the concept of increasing this country's economic development through enhancing small business management training resources. This publication presents nine models of successful college based programs that exemplify this concept in economically diverse community settings.

ALBUQUERQUE TECHNICAL-VOCATIONAL INSTITUTE

Albuquerque, New Mexico

I. The College and Its Setting

Albuquerque Technical-Vocational Institute (T-VI) is not a traditional community college. It does not offer programs that are transferable to other colleges and universities. T-VI is a post-secondary institution which provides adults with entry-level job skills and the related education needed to succeed in an occupation.

There is a large military base in the Albuquerque region, but no heavy industry. The city itself, with a population of nearly a half million, is essentially a retailing center. Although un-employment has increased over the past few years, the economic climate is favorable for small business development. The Small Business Operations program offered at T-VI is a vital resource for the region's continuing growth.

T-VI's first classes were held in an elementary school which had been closed, and in surplus army barracks and cottages. Since then, more than $14 million worth of construction has taken place. Today, T-VI has two campuses and a third location where the Health Occupations Department is based. The main campus occupies 25 acres and the new Joseph M. Montoya Campus,

about 40. During the 1981-82 fiscal year, 7,902 students were enrolled in programs at T-VI.

Funding for T-VI programs and most construction and equipment comes from a local property tax and an annual appropriation by the New Mexico State Legislature. A small amount of money, usually for special programs, is from federal funds. Because of the major funding source, many courses are free to New Mexico registrants after payment of registration and equipment fees. The courses for which tuition is charged are offered at the lowest possible "break even" fee.

T-VI operates on a trimester system and programs fall under the Day Division or Evening Division. All courses are offered on a noncredit basis. The Day Division programs are designed for adults who do not have a marketable skill and who are willing and able to go to school 20 to 30 hours per week. It includes more than 40 programs, most of which are attended full-time, in the areas of business, culinary arts, trades, technologies, and health occupations. Other Day Division services include the Preparatory Program and General Educational Development (GED) Program. The Preparatory Program is for persons who need to improve their math and communication skills to enter one of the vocational programs. The GED Program offers preparation for the high school equivalency examinations.

In the Evening Division more than 100 Skill Improvement classes are available to part-time students in business, trade and industrial, health and technical occupations. A few may be transferred to the Day Division. The Adult Basic Education section includes classes for improvement of written and spoken English, math, and GED examination subjects. A citizenship program for aliens is also available, as well as a Vocational Enrichment Program which provides vocational classes for high school students at their schools after regular school hours. Specialized resources include the Adult Learning Centers and the Drop-In Math Lab.

Adult Learning Centers are free of charge to any adult in the community who wants to develop basic education skills. The centers contain materials for persons entering a variety of vocational fields. Basic education areas included are Conversational English, GED Preparation, Spelling, English, Beginning Spanish, and Human Relations. The Drop-In Math Lab offers tutoring and individual study programs in various levels of mathematics ranging from basic arithmetic and business math applications to algebra, plane geometry, and trigonometry.

In addition, a special audio-visual series on everyday life, including 50 units on subjects such as apartment leases, taxes, maps, supermarket shopping and jury duty, provides interesting material through which students apply and improve their reading, writing, listening, and computational skills.

II. Small Business Management Training Program

General Purpose

A commitment by the state of New Mexico and T-VI Governing Board and Administration to low-cost vocational training is highly evident. T-VI has overcome the old saw that proclaims "expensive is better." A $3 registration fee is charged for the Wednesday and Saturday workshops and evening courses. Day courses and programs have a $10 registration fee. There is no tuition charge for any New Mexico resident. Evening and day course and program attendees are counted for FTE purposes; individual assistance and workshop participants are not counted.

Program Offerings and Delivery Modes Are Diversified

Small business training is effected through a multi-level approach aimed at providing the business community multiple training options. The following service and programs are available:

- Individual assistance in business problem solving. Faculty routinely assist businesses by giving advice or by sharing problem solving expertise. Many faculty members also operate their own small businesses, and a few are active in SCORE.

- Wednesday evening workshops. Three-hour workshops, jointly sponsored by SBA, are conducted every third Wednesday of each month during evening hours. These workshops relate to very specific topics for in-business individuals. SBA personnel instruct and provide materials; T-VI handles publicity, registration, and facilities.

- Saturday workshops. At least one Saturday workshop per month is offered in four, six, or eight-hour time frames. Most are jointly sponsored by SBA with training emphasis for in-business individuals. Certificates are awarded to completers.

- Evening courses. Fourteen-week courses, generally in pre-business, are offered each trimester. Courses meet twice weekly for a total of either 56 or 70 hours. SBA representatives are most active in several of these

courses. They provide guest instructors, materials, and audio-visuals. The Minority Business Opportunity Committee of the Albuquerque-Santa Fe Federal Executive Board issues a certificate to completers of the Small Business Management course.

- o Day courses. Individual courses may be selected from program offerings on a space-available basis. Each course meets one or two hours daily for a 15-week period. A mixture of pre-business and in-business courses are available. Instruction is proficiency-based and students are evaluated in each phase of learning activity.

- o Small Business Operation Program. This is designed for persons who plan to open a small business or for persons seeking additional training. Special emphasis is placed on areas directly affecting the day-to-day business operation. The program is flexible and tailored to the needs of the attendees; instruction ranges from bookkeeping practices to vendor contracts, licensing procedures, and management functions. Attendees meet a maximum of four hours daily for 15 weeks. Certificates are awarded to completers.

Staffing of the various small business training modes is generally handled by full-time instructors. For many, it is part of their regular instructional assignment; for some, it is on a volunteer over-time basis with a salary differential of varying amounts. The scope and depth of faculty expertise in the small business arena is unusually high, due, in part, to the requirement of practitioner experience in the field to be taught. Occasionally, individuals from the business community with specialized expertise serve as instructors.

Strong Support + Effective Publicity + Flexibility = Success

The T-VI model is successful for several reasons. Active business community advisory committees provide the "real world" impetus necessary to sustain state-of the-art programs. Additionally, their contribution carries into areas of job placement, public relations, equipment recommendations, speakers' bureaus, etc. Moreover, assistance from the SBA has been professional and timely and has resulted in a viable working relationship.

Administrative backing is solid in all phases. The faculty as well provides excellent support beyond their normal responsibilities of 25 hours instruction per week. All teaching

personnel are classified as instructors, which provides great latitide in making assignments. And, since budgeting commitments have been made that provide the quality training desired, costs can be kept at a minimum to allow access to all business segments.

A key factor to any successful program is the support personnel who provide typing, collating, filing, and other services. The T-VI model includes a full-time workshop aide who assists in the handling of instructional materials; coordinates all information media services from the development to the mailing stage; and, provides on-site registration and general assistance at all workshops. A full-time clerk is available for typing services and oversees all registration functions.

Advertising strategies are very important. Much emphasis is placed in this key area. Between 3,000 and 6,000 professional-quality flyers are mailed prior to each workshop. Mailing lists have been developed from sources such as the Chamber of Commerce, Hispanic Chamber of Commerce, International Word Processors, Legal and Medical and other specialty organizations as well as individuals. Paid and free advertising is routine in daily, weekly, and specialty newspapers. Organization newsletters provide wide coverage and are very effective. Radio and TV public service spots and general announcements at all functions attended by department personnel work well.

In sum, the effect of these combined efforts make it possible to set up new training on short notice, refocus existing training, or phase down training. This flexibility allows for immediate response to community needs.

Evaluation Helps to Identify Future Needs

Each phase of the Small Business Operations training program is evaluated in writing by participants. Instructors as well as content are evaluated. A "most helpful" and "least helpful" section helps to clarify the effectiveness of delivery and materials; comments are solicited and encouraged.

Additionally, all training is reviewed annually by the program staff. A needs assessment is conducted with input from organizations, individuals, advisory committees, and special interest groups, as well as the program participants. One result of this activity is that computer training for small business operators has increased over the past two years. New variations of this type of training are planned for future offerings. New and expanded offerings have been requested in the area of employer/employee interaction, especially with regard to such concerns as worker attitudes and incentives.

An intensified effort to assist the "mom and pop" small business community is planned. This group is an integral part of the region's economic stability and prospects for growth.

Special Community Needs Targeted

About 30 percent of the Albuquerque area's population is of Hispanic origin. Its small business community has its own Chamber of Commerce. Although the student enrollment at T-VI is about 38 percent Hispanic, staff members of the Small Business Operations program are hoping to increase their outreach to this group's small business community.

Another target group for increased outreach is the American Indian population, which constitutes about seven and one-half percent of T-VI's student enrollment. Presently, most American Indian small businesses serve only the Indian community. Efforts to assist this group in gaining a broader business base are among the objectives for future development of the Small Business Operations program at T-VI.

CUYAHOGA COMMUNITY COLLEGE

Warrensville Township, Ohio

I. The College and Its Setting

Cleveland is a diversified metropolitan area. It is the corporate headquarters of 33 of the top 1,000 U.S. corporations. In 1982, Cleveland was named the "All American City." Like many cities in the Northeast, Cleveland is faced with aging industries--steel, automobile, and allied industries--and high unemployment. Cuyahoga County has 40,000 small businesses serving a wide variety of markets. Future growth trends for smaller firms appear to be strong, especially in allied health and medical technologies, insurance and banking, and advertising serivces. Cuyahoga Community College is an active participant in developing opportunities for new small business growth through its program in entrepreneurship, as well as other activities on the local and state levels.

Cuyahoga Community College (CCC), Ohio's first public community college, first convened classes in 1963 in a nineteenth-century leased downtown schoolhouse. From an initial enrollment of 3,000 students, the college district has grown to encompass three major campuses and a district administration building. Enrollments in 1981-82 topped 26,000 students in

credit programs and more than 19,000 in noncredit programs.

The college's first permanent facility, the modern ten-unit Metropolitan Campus is just minutes from the heart of downtown Cleveland and many of its residential areas. The largest building on this campus is the Science and Technology Building, containing 13 laboratories geared to tomorrow's jobs in business and industry. The Learning Resources Center has 65,000 volumes and also houses a computer center and various community service functions. The Eastern Campus, serving the populous eastern portion of Cuyahoga County, was established in 1971 and has been expanded twice to accommodate its growing enrollment. Western Campus, located on 183 wooded acres in Parma, was begun in 1976 and now serves over 11,000 students.

In addition to the Arts and Sciences Program--called the "university parallel" sequence--which provides the first two years of traditional college requirements, the college offers career preparation programs in such fields as allied health, business, engineering technologies, and public service; a variety of oneand two-year certificate programs, including one in African-American studies; and programs in cooperative education. One of the newer offerings is the Associate Degree program in Labor Studies. This program, begun in the fall of 1978, is designed to provide broad understanding of the role which labor unions and workers should play in today's society.

CCC Is Part of Technology Transfer Network

The Ohio Technology Transfer Organization (OTTO) was founded by the Ohio Board of Regents in 1979 and is funded by the state legislature as a service to enhance the economic development of Ohio's businesses and industries. The OTTO network is also financially supported by 14 institutions of higher education throughout the state, including Cuyahoga Community college, from which full-time technology transfer agents perform outreach functions. Plans for the 1981-83 biennium call for the addition of four institutions to the network. OTTO acts as a broker of technical information by using the varied resources and technical expertise found in Onio's colleges and universities, as well as in state and federal agencies, to address specific problems encountered by Ohio's business firms.

It has long been acknowledged that small businesses are the 'fathers' of new inventions. Yet, much time is lost in re-inventing the wheels due to lack of awareness of national research or how to access new technologies.

Technology transfer is the process of transmitting new techniques and methods from those who develop them to those who can use them. The need for national productivity improvement is evident and the transfer of technology is a key step in getting

the benefits of research and development to the grass roots level. During the first two years of OTTC activity, the agents have made more than 2,000 visits to businesses throughout the state and provided technical assistance to more than 1,000 businesses and industries.

This partnership of educational institutions, working with state and federal agencies, insures that small business and industry have access to the information, advice, and services so essential to job growth and economic development. The primary function of the OTTO agent is to assume an active, personal role in technological assistance to constituents within the community on a one-to-one basis. The emphasis is on assisting small business enterprises to learn and use current knowledge.

At Cuyahoga Community College the OTTO program is housed within the Urban Metropolitan Development Institute (UMDI). The primary mission of UMDI is to design education and training programs that are customized to meet the needs of local employers and employees. The college is committed to keeping Cuyahoga County supplied with managers and employees whose up-to-date skills can keep pace with technological and economic changes. Therefore, the OTTO program plays an integral part in both the access, assessment, and educational transfer of technological advancement.

The Ohio legislature's strong financial commitment and the enthusiastic work of the campus-based OTTO agents offer a viable model for other states to explore as an adjunct activity to small business management training. The concept offers other states a viable model for providing counseling and training in the fast growing arena of technical businesses.

II. Small Business Management Training Program

Small business people in Cleveland find their needs met at CCC. From a short series of workshops in continuing education begun in 1969, a full-service associate degree program has emerged. Each quarter more than 250 persons enroll in one or more of six core subjects designed to offer fledgling small business owners and managers the practical "know how" necessary for small business success.

Cuyahoga Community College also offers a wide range of short, noncredit workshops and seminars at its three campuses designed to meet the needs of area businesses. At each campus

full counseling services are available to businesses interested in new technology applications as well as inventors.

There are several unique features of the Cuyahoga Small Business Management program. The credit program was designed, approved by the college, and launched within six months of conceptual approval. The work on the program was totally accomplished by a community volunteer with the endorsement and approval of the Business Division Chairman and the Dean of Occupational Education. The faculty lent its support to committee review and approval. No federal, state or grant monies were utilized.

This accredited curriculum differs from the traditional approach to teaching entrepreneurship in several respects. Instruction is interrelated to other fields such as economics, communications, mathematics, and the humanities. Moreover, two-thirds of the subject matter covered in the small business management courses has been developed with the prime focus on Cleveland and its business climate. The balance includes case study materials as well as "problem solving" tools.

The curriculum is geared to meet ever shifting community needs. For example, currently there is a growing concern for developing linkages with resources for support services and high technology transfer, such as the Ohio Technology Transfer Network. More than half of the case studies used describe problems confronting local small businesses. They provide real role models for students as well as challenge them to develop individual problem solving skills.

Another feature of the Cuyahoga Small Business Management program has been the development of a file of over 1400 professionally prepared transparencies to illustrate key issues in management skill building. Instructional personnel regaed these as reinforcers to problem solving training.

Operating Strategy Is Nontraditional

The entrepreneurship curriculum at Cuyahoga Community College offers dramatic proof of the way community colleges respond quickly and creatively to meet a community's needs. The idea for such an accredited curriculum came from an entrepreneur who also worked as a volunteer with Cleveland's Chamber of Commerce. In 1969, he approached the college with his idea. And, thanks to the college's "can-do" attitude, he began testing the idea on a noncredit basis, working as a volunteer. The overriding questions were--was there a need for an accredited entrepreneurship curriculum? If so, how could that need best be satisfied? What resources would it take to launch such a curriculum successfully?

So healthy was the community's response that two years later, in 1971, the six-course entrepreneurship curriculum was launched on an accredited basis. This program is now offered to an enrollment of more than 300 students a quarter.

The curriculum differs sharply from the traditional way that small business courses are taught. It focuses on entrepreneurship and related subjects such as accounting and communications, and economics and marketing. It includes in its offerings English and mathematics. This is based on the premise that a well-rounded education (i.e., not only in technology but also in the humanities), will increase the chances of surviving and growing in today's sophisticated computer age.

Subject Matter Is "Home Grown"

Rather than use only materials developed by others, the entrepreneurship curriculum contains two-thirds subject matter in all six courses that focuses on the city of Cleveland and its small businesses. The remaining is from the Harvard Business School. To ensure applicability, the curriculum has changed and grown with the years to meet ever-shifting community needs. Thus the goals of helping existing ventures to survive and grow and helping entrepreneurs to launch new ventures are current with the times.

Not only is the textual material continually updated and improved. Undergoing similar changes are the true-to-life cases studied in all six courses. The cases give students actual problems to solve rather than answers to remember. This process develops habits of mind that will be useful in entrepreneurial situations, such as curiosity, objectivity, open-mindedness, respect for facts, and the capacity to think critically and creatively.

Besides preparing new cases and new textual material, instructors also innovate in the classroom. They use a multi-media approach to classroom instuction, harmonizing lectures with the interplay of three overhead projectors operating at the same time. This approach can enable the instructor to teach as much 50 percent more material per hour without loss of comprehension by students. At present, the curriculum uses 1400 overhead transparencies, all prepared professionally and all in multi-colors.

Marketing Strategy Has Zoomed Enrollment

To market the curriculum, the college staff uses a strategy that is innovative. A four-part marketing process augments the

list of course offerings in the college's schedule brochure. It includes:

- o talks to prospective students who enroll in the college's introductory course in business by the college's business faculty;
- o telephone calls made by the lead instructor to students who show an interest in entrepreneurship as their life work, which serve to reinforce the talks given before students in the introductory course; and,
- o a mailing of hundreds of letters each quarter to existing as well as prospective students suggesting what courses to take the following quarter.

In addition, staff hold as many as 20 extra classes each quarter to help counsel students on "where do we go from here." At these classes, which are optional, students are encouraged to reach beyond the two-year associate degree to a four-year degree at local colleges or universities--and many of them do.

This four-part marketing strategy has helped to boost the quarterly enrollment in entrepreneurship from zero to a peak of 305 students in 1978. Enrollment is now averaging 250 students a quarter. As many as 39 sections a school year have been offered in all six courses of the curriculum.

Instructional Performance Is First-Rate

One goal has been to make the entrepreneurship curriculum as professional as such traditional curricula as accounting, finance, and marketing. Among the nation's colleges and universities, entrepreneurship as a teaching discipline has not always enjoyed the same prestige as other disciplines. At Cuyahoga Community College, the entrepreneurship curriculum has earned the respect of all faculty. Equally important, it has earned the respect of students.

For example, a student poll ranked the entrepreneurship curriculum first among the 50 curricula at the college. This poll was conducted by the student government and the results were published by them. And, in a separate study, a team of faculty gave methods of instruction used in the curriculum the highest marks on campus.

A Steady Course Into the Future

The future of the entrepreneurship program will be but a variation on the present. Innovation will continue. Although the same curriculum will be offered, course content will change with the times.

Close relations with community resource and business groups will continue. A few examples are:

- with the Chamber of Commerce, a program for entrepreneurs whose ventures are poised for growth. Meeting one full Saturday a month for eight months, this sophisticated program attracts 50 ventures a year ranging in annual sales from $50,000 to $20,000,000;

- with the U.S. Small Business Administration, conduct nearly one workshop a month. Designed for would-be entrepreneurs, these workshops average 50 men and women attendees a month;

- with Baldwin-Wallace College, develop a five-course entrepreneurship curriculum at the university level. If it succeeds, it will be the first of its kind in Ohio; and,

- with other Cleveland groups, work on ways to boost entrepreneurship, especially in decaying parts of the city.

DAYTONA BEACH
COMMUNITY COLLEGE
Daytona Beach, Florida

I. The College and Its Setting

A 50 percent increase in population over the past decade (including a large number of persons of retirement age); an economy traditionally dependent on tourist activity; and, a small business community commprising over 90 percent of all industry in the area are the environmental components Daytona Beach Community College has focused on in its development over the past ten years. Such rapid and changing growth has and continues to present challenges that require foresight to meet. The college, as a community resource, is working to meet these challenges; in part, through its innovative small business training program.

Daytona Beach Community College in Volusia County, Florida, has evolved from a specialized vocational school to a multi-centered comprehensive institution serving the wide variety of academic, career, and personal and community development demands of a growing and changing population.

In 1957, under a new state law, Daytona Beach Community College (DBCC) became Florida's first comprehensive community college. Its responsibility as an educational institution was to offer "programs of general and academic education parallel to that of the first and second years of work in institutions in the state university system, occupational education, and courses

and programs for adult continuing education" primarily for the people of Volusia and Flagler Counties.

By 1974, DBCC had grown to an institution serving 4,806 total fundable and non-fundable FTE and 20,506 total students. The next five years brought a near doubling of those figures, to 8,160 FTE and 37,915 headcount, a major facilities construction program on the main campus, and a major new instructional component of the college to manage the Adult, Community Services, Academic and Occupational Extension, grant-funded programs and other extension centers.

During the past ten years Volusia and Flagler Counties have experienced remarkable growth. The population has increased by 50 percent -- from 173,941 in 1970 to 260,500 in 1980. Like most of Florida, the college's service district includes a large retirement population. Most recent figures estimate that 32 percent or 80,600, of the population is 60 years of age or older. The service district also includes a significant rural population, especially in South and West Volusia and Flagler Counties. Farmers and agricultural workers comprise about five percent of the district's workforce.

To serve the need of these two groups, the college has offered both college credit and specialized courses in various locations. With the opening of the West Volusia Center in 1977, the college began establishing branch campuses in each area of the district. These include the South Volusia Center, Flagler Center, and Deltona Center, which serves a retirement community of 17,000 persons.

Minorities comprise approximately 18 percent of the service district population, most of whom reside in the urban areas where the main campus, South and West Volusia centers are located. The college minority student population is also 18 percent. The special programs division, of which the Center for Small Business is a part, is responsible for serving several hundred disadvantaged participants each year. The special programs target minority participation at 38 percent -- a goal that has been achieved each year.

Veterans and their dependents comprise more than 12 percent of the college's service district population. DBCC has an active Veterans Affairs office which serves an average of 600 veterans per year.

Volusia County is the center of an area which historically has been dependent on one industry, tourism. Because of this dependence, local Chambers of Commerce and their development committees as well as other groups, have sought methods to attract small, clean industry to the area. Officials of these agencies estimate the percentage of single owner ("mom and pop") businesses at more than 90 percent of total business and industry in Volusia County. The Volusia County quality of life, low

taxes, etc. are components of the type of climate hospitable to new small businesses. Moreover, the large number of social agencies and educational institutions with the virtual absence of heavy industry and large businesses could tend to place the area behind the nation in adverse reaction to the economic exigencies of the recession.

II. Small Business Management Training Program

General Purpose

"As the mission of the community college is to serve the community and to be reactive to the needs of our business community, so is that of the Center for Small Business."

The general objective of the Center for Small Business, a facility cosponsored by DBCC and the Private Industry Council, is to serve a small business community comprising more than 95 percent of all business in the district by providing a comprehensive program with three types of services. The center's programs offer workshops and seminars on small business topics; counseling both in depth and one-time (serving as multipliers of the U.S. Department of Commerce, State Department of Commerce and Department of Revenue, SBA and other agencies); and research and resources (maintaining a local economic data base and updating as well as maintaining a resource library on business and industry topics).

The Center for Small Business (CFSB) operates within the Business Division of the college. As a "special program," the center provides services in continuing response to community needs, including services not traditionally supplied by regular academic programs (i.e. counseling, assessment, follow-up, research, etc.).

Courses are offered in conjunction with many area groups, are generally not regular college credit curriculum, are accompanied by extensive outreach and advertising to recruit students, and are usually offered outside the normal college environs, such as in hotels, community centers, at the college's outlying centers, etc.

The center also serves as a catalyst for activities within the college's other programs which support the community. Some of these are the cooperative education program, the placement service, and the industrial continuing education program. CFSB

provides information about future labor market trends to academic program planners. By working closely with these programs, the center's visibility and outreach capabilities are enhanced and services to the small business community (such as personnel, interns, technical assistance, counseling, and training) are integrated.

There are no general requirements for admission to the CFSB department, as befits a special program. However, specially funded projects might stipulate some requirements for admission (e.g., the Older Persons in Small Business project, which requires students be older than 55).

With the exception of the "Small Business Management" course, special sections of which are offered as warranted, all courses offered by the center are the direct result of needs assessment of a cosponsoring group or agency, or through continuing needs assessment of CFSB users and prior students. They are continually reactive to the community and offered throughout the community.

Program Offerings and Delivery Modes Are Comprehensive

During the past two years, the Center for Small Business, with the support of the college and the Private Industry Council, has accomplished a great deal in the areas described below.

Training and Development

More than 1000 Volusians have attended 33 training workshops and seminars -- an average of two workshops monthly of 12 hours for each student. Training covered a wide range of subjects including Export Management, Tax Procedures, Business Basics, Art and the Artist, Financial Management, Women in Business, Minority Business Forum, Small Business Ownership for Veterans, Advertising & Marketing, Business Planning, Small Business Computers, and Managing for Profitability. Such personal business skills as Time and Stress Management were also offered.

Workshop cosponsors have included the Chambers of Commerce in Holly Hill, New Smyrna Beach, Deland, Ormond, Port Orange and Daytona Beach; the Florida Department of Commerce and Department of Revenue; the U.S. Department of Commerce; Daytona Beach Community College Women's Center, Photography Department; the Casements and other local arts organizations; the Daytona Beach Advertising Federation; and the U.S. Small Business Administration (SBA).

As a member of the National Small Business Training Network (NSBTN), the CFSB was highlighted at the national conference of AACJC. At that time, Dr. Charles H. Polk, Evelyn Fine and

Charles R. Mojock presented the center concept as a model for delivery of services to small business as a facility of the community college.

In July of 1981, the center was awarded a six-month grant by the AACJC and the Administration on Aging of the U.S. Department of Health and Human Services. The college was one of ten community colleges in the country to be selected to participate in a demonstration training project, entitled Older Persons in Small Business. The center provided training in small business management for persons over the age of 55. The center also evaluated the interest in small business among this group and the effectiveness of the training modules which were developed jointly by the CFSB research faculty, the other participating colleges, and the AACJC.

Support Services

Counseling services have been offered through the Center for Small Business by the Director of the Small Business Development Regional Center (SBDRC) at Stetson University. During the first two years, nearly 100 counseling sessions were held. Follow-up was conducted by the center's staff as well as SBDRC personnel.

The Center for Small Business has been designated a multiplier by the United States Department of Commerce and as such, services to the business community are offered. Jack Marshall, District Trade Specialist, conducts counseling sessions at least one day each month. Mr. Marshall has conducted about 100 sessions with Volusia business owners on topics ranging from export to business planning for start-up and growth.

With Mr. Marshall's assistance, the Center for Small Business has been instrumental in forming a Volusia County chapter of the World Trade Council of Central Florida. This group brings together those businesses active in international trade as well as those service firms which support them. The coordinator of the Center for Small Business serves this group as secretary.

Through the Department of Commerce the Center for Small Business has access to such resources as printed materials and reports as well as staff expertise. This is the first time the Department of Commerce has had active involvement in the area and staff have acknowledged it to be the direct result of the presence of a vehicle (like CFSB) for delivery of services.

Referrals for counseling have been made to the SCORE (Service Corps of Retired Executives) chapters in both West Volusia and Flagler. Assessment of telephone and walk-in contacts also have resulted in referrals to the area representative of the Florida Department of Commerce, economic development division; area Chambers of Commerce, Committees of 100; Department of Employment and Training, etc. Information on licensing,

taxes and regulatory agencies is provided to members of the business community who have phoned and/or visited the center.

Public Relations and Outreach

A brochure describing specific steps to take when starting a business was written by CFSB faculty and is available through the center. The brochure contains addresses and phone numbers of various agencies that license and regulate business as well as community resources for small business owners.

Center staff regularly participate in meetings of the Volusia/Flagler Small Business Coordinating Council to share information and resources among various groups who offer services to the small business community. These include Stetson University SBDRC, Volusia Private Industry Council, SCORE, Florida State Employment Service, National Association of Accountants, Florida Department of Commerce, Chambers of Commerce, etc.

CFSB staff have become involved in bringing the Junior Achievement (JA) program to Volusia County schools, developing lists of community contacts, meeting with Central Florida JA representatives and local business people, acting as liaison with the school board and JA. The center will continue to support the program, lending technical assistance to the JA business staff and volunteers.

The Center for Small Business has retained an active presence in the minority community. It is currently encouraging the development of plans for a Community Development Corporation, which would offer a forum for minority business owners to meet with establishment members such as banks and professionals as well as city government officials.

Community Development

A significant responsibility the Center for Small Business has taken is that of research for the business community. An economic profile of Volusia County was completed in the summer of 1981, under contract to the Private Industry Council. The data base this has formed is supplemented by other research projects, as well as by concentrated efforts to update material. A contract to conduct a wage and hour survey of selected manufacturers was accomplished in conjunction with the Volusia Manufacturers Association.

Special research projects were undertaken for the Industrial Bonding Authority as well as for special committess of the local Chamber of Commerce. A contract was awarded by the Advertising Tax District (promoting tourism) to undertake a survey of tourists to the area. Such questions as why tourists come to the Daytona Beach area, other tourism-related activities and stops, etc. are being asked of visitors after they have returned

home. The center and the college also belong to the Volusia Manufacturers Association and are involved in planning for training programs for this group.

Community development research projects such as these will help to expand the knowledge of the area and support informed decision making. Information gathered is housed in the Center for Small Business library and is generally available to the public.

The Center's Function Within DBCC

The college's commitment to the Center for Small Business is strong. From initial temporary quarters, the center has been moved to space in the new Business Division building, offering easy and comfortable access to members of the community. Moreover, the college has elected to absorb the cost of the CFSB administrator's salary.

From its inception the center has taken direction from an advisory board comprised of business people familiar with the needs and issues of the small business community. Board members include a tax attorney, bank vice-president, and several owner/managers of small businesses.

Special projects undertaken by the center include the Readying Individuals for Successful Entrepreneurship (RISE) program and the Older Persons in Small Business (OPSB) program. The RISE program is offered in cooperation with the Volusia Council for Employment and Economic Development. During the eleven-week RISE course participants attain skills in operating businesses of their own. Upon completion, a screening committee composed of bankers and businessmen assesses their marketable and literacy skills.

The Center for Small Business resource library is used by all segments of the business and educational community as a source for information about the community and its economy, as well as specific managerial and technical information.

Many teaching methods are used in CFSB programs. Classes are taught through role play, small group activities, team teaching, panel presentations, and straight lecture, and are supplemented by audio-visual materials. Presentors are frequently members of the business community as well as full-time and adjunct faculty. This type of teaching plan allows participants to feel comfortable in what is often their first formal classroom education experience in a long time.

Except for the prescribed text in the college credit Small Business Management course, standard texts are seldom used. However, material supplied by government and other agencies frequently is utilized. Decisions are made based on evaluations

by counselors, the program's advisory group, and program participants.

The Follow-up Process

The initial step in the follow-up process is the workshop evaluation form. Every seminar or series is evaluated by participants and this information is used in planning future programs. The vast majority of the evaluations rate the programs positively in regard to content, presentation and usefulness. A suggestion for a future seminar that was frequently mentioned by participants resulted in the workshop the CFSB held on Small Business Computers. Follow-up continues with a mailing encouraging participants to visit the center as well as providing information about new programs.

A formal questionnaire is being developed at this time which will attempt to determine the needs and interests of the small business community, the usefulness of their contact with the center and the general state of their planned or actual business. On an informal basis, the workshops and contacts with the center seem to have been useful. There have been several repeaters at workshops, phone calls and walk-in traffic have increased, and community business groups (e.g. Chamber of Commerce) and government agencies (U.S. Department of Commerce, Florida Department of Revenue) continue to request that the center sponsor workshops and seminars for them.

Program proposals for the grants CFSB receives are usually performance based. In 1980-1 the center received two grants. The Private Industry Council contracted for the development of an Economic Profile of Volusia County and the establishment of the center. The Profile was completed and accepted. The Small Business Training Network grant required that the center provide 15 courses/seminars for 15 or more persons in each. The center has already exceeded these goals and will have provided at least 20 courses/seminars by the end of the year, with an average attendance of 34 persons per course.

Future Directions

Unless there is a significant change in resources and responsibilities which would call for increased staff, the Center for Small Business staff will remain as follows: one full-time research faculty member responsible for research, needs assessment, assessment of counseling referrals and long-range program planning, etc; an administrative assistant responsible for program and course fulfillment, outreach, community involvement, resources, follow-up, etc.

The goals for the Center for Small Business will be to remain well positioned in the business community and reactive to its needs in developing programs.

A continuation contract of the RISE program, which assists those with marketable skills to become self-employed, has been made. As planned, the RISE program of concentrated business owner/manager skills training will become an ongoing offering of the center. Seats in the program will continue to be filled by members of special groups through Private Industry Council/ employment and training agencies, vocational rehabilitation agencies, vocational/occupational training programs, etc.

An expansion of computer resources and a familiarization program for small business owner/managers with data and word processing technology is a high priority.

Continued development of financial resources will remain a focus of all center staff. Potential sources of grants and contracts for the CFSB will include the local Private Industry Council, state and federal government agencies (i.e. Small Business Administration, U.S. Department of Commerce, Economic Development Bureau of the Florida Department of Commerce), private foundations, local businesses, Chambers of Commerce, other economic development agencies, etc.

An accounting resource center is being planned. Its program will inlist volunteers from the professional accounting community to assist small businesses increase their potential for expansion and contributions to the economy. Services will be offered on a time-limited basis, with clients expected to hire professional services as soon as feasible. Funding and resources for this program will come from various community sources, some private and some public.

Finally, the Center for Small Business will work to continue and improve all its activities with constant testing of strategies for meeting the needs of the small business community.

EL PASO COMMUNITY COLLEGE

El Paso, Texas

I. The College and Its Setting

El Paso Community College is located in a city with a population increase that, between 1970 and 1980, was three and one-half times greater than the national rise (approximately 65 percent of which was comprised of persons with Spanish surnames). It has had a higher than national average unemployment rate over recent years and a presently uncertain economic base--but one with promising resources, if "the right steps are taken." With these factors in mind, the college is working with other community resources to ensure that citizens of El Paso will have the chances they need to prepare for opportunities to come. And, one way they are doing it is through the college's small business training program.

El Paso Community College was established in June, 1969, when citizens of El Paso County voted to form a junior college district and elected a board of trustees to administer the college. When classes first began in the fall of 1971, 901 students enrolled. Classes were held in late afternoon at various locations throughout the city.

In time for classes in the fall 1978 semester the first of two new campuses, the Valle Verde Campus in southeast El Paso, was completed at a cost of $15.5 million. The college's second

new campus, the Transmountain Campus in northeast El Paso, was fully opened in the fall of 1979. Expansion and renovation of the original downtown Rio Grande Campus was completed in the fall of 1980.

Since the development of a Master Plan in 1976 to provide for orderly growth and direction and to define its role within the community, the college has moved quickly into strengthening its educational programs. In a period of two years (1977-1979), the college expanded its occupational program offerings from 27 vocational-technical programs to 91. By the spring of 1980, the college also received approval to offer 11 associate degree programs in the arts and sciences. Additionally, the college enhanced its alternative education opportunities, with courses by television now being regular offerings, along with a growing Weekend College program.

The needs of special populations are being met by the college's Centers for Educational Services for the Handicapped, for Women, and for Small Business Development. Bilingual education is now integrated into the college's curriculum. Improved student services include a Career Development Center, expanded Developmental Studies, multi-campus registration and mail registration.

By the fall of 1981 enrollment had reached 10,548 credit students and approximately 3,500 students in noncredit programs, making El Paso Community College a significant community resource.

The area served by El Paso Community College is the county of El Paso, Texas. The county is located on the western-most tip of Texas on the Rio Grande River between Ciudad Juarez, Chihuahua, Mexico, and the State of New Mexico. It is located midway between the Pacific and Mexican Gulf coasts and serves as a major service center and crossroads for north-south and east-west traffic.

With an estimated population of 467,500, El Paso is the largest metropolitan area on the United States-Mexico border. The combined population of El Paso and Juarez exceeds 1.03 million. El Paso's population grew at approximately 30.1 percent from 1970 to 1980; this is more than one and one-half times the growth rate of Texas and more than three and one-half times that of the U.S. In 1979, people with Spanish surnames accounted for 58 percent of the population; Blacks accounted for two percent. It is anticipated that in 1980 the percentages will be 65 percent and three percent respectively.

El Paso has one of the nation's highest unemployment rates and incidences of poverty. In July of 1980, 16,300 persons (or 9.3 percent of the civilian labor force) were unemployed. Seventeen percent of all families, most of which are Mexican-American, live at or below what is considered to be the poverty

level. Figures recently released by the U.S. Department of Commerce reveal that per capita personal income for El Paso SMSA in 1978 was $5,639, 28 percent below the national average of $7,840.

The local economy is experiencing a below average rate of growth compared to the state and nation. This is largely due to the high rate of population growth and the relatively low rate of increase of new dollars from federal expenditures, Mexican trade, light manufacturing, tourism, retirees relocating to El Paso, and increased bank loans. Significant leakages from the local economy occur principally because many of the goods consumed here are produced elsewhere and because of the high degree of absentee ownership. Nevertheless, El Paso's economic future looks bright, provided the right steps are taken.

With proper planning, guidance and cooperation between the public and private sectors, El Paso can capitalize on a number of positive factors that contribute to community economic development. New plants are relocating in El Paso, with more expected. The area's energy supplies appear adequate to meet the demands of new growth and expansion; conservation efforts and expansion of light rather than heavy industry will help to assure an adequate future water supply. El Paso has a favorable climate, abundant labor, cultural diversity, and proximity to the Mexican border. El Paso's geographic location permits it to act as supplier of goods and services to a very large region, including access to the Latin American market.

Small business plays a significant role in this market, particularly in downtown El Paso where the majority of customers come from Mexico. Through strong cooperative efforts of the college and other organizations, the small business community has at its disposal an invaluable economic tool.

II. Small Business Management Training Program

General Purpose

El Paso Community College has long recognized the need to provide educational services to the small business community. Beginning in 1973, the college began offering small business courses through its Division of Community Services and Continuing Education. Since then, course offerings have expanded; the college Center for Educational Services for Small Business Development was established; training was provided for

disadvantaged adults in entrepreneurship and small business management; and a two-year degree program in small business management has been developed.

The objective of the Center for Educational Services for Small Business Development is to identify, develop, and implement a comprehensive system of educational and support services that meet the needs of small business individuals by providing business management training utilizing community services and El Paso Communiy College resources.

To meet its objective, the center works to establish linkages with community agencies and residents for the purpose of coordination and non-duplication of program services. Business management counseling is provided for current and prospective small business individuals in the El Paso area in order to enhance their opportunities for success. The center offers regular and special courses that can be modified or adapted to allow accessibility to small business individuals. It coordinates an intense public relations activity to disseminate information to the community and interfaces community groups and media in conjunction with the District Relations and Public Information Office. Prospective students from small business organizations and community or referral agencies within the district are identified and actively sought. Finally, the center works to improve the applicability and use of community and college resources for its programs, services, and availability of information.

Outreach Focuses on Minority-Group Majority

In 1980-1, the college was awarded monies from the Economic Development Administration to refurbish downtown facilities designed to offer walk-in information services and training for local small business persons. With more than 90 percent of the trainee population in small business courses Spanish-speaking, Carlos Aguilar, the current coordinator, finds many unique challenges in adapting publications, films, and forms to Spanish.

Aguilar and the college's staff have worked closely with the local Private Industry Council and the Governor's Economic Development office to bridge the many gaps in small business management services delivery. He finds that it is imperative to provide minority role models for his trainees. Thus his local advisory committee and cadre of instructors are a vital force in planning, operation, and evaluation of his programs.

Today, the noncredit offerings of the college offer a low-threat recruitment process for the more advanced credit offerings of the college. Since the initial program, the main target population has shifted to minority adults who are either

in business and struggling to survive or those who are seriously contemplating small business start-up in the near future.

Separate Centers Handle Large and Small Business Programs

Over the past year and a half El Paso Community College's Community Services and Continuing Education Department has developed two parallel program centers designed to identify, develop, and implement a more comprehensive system of educational and support services to meet the needs of businesses and potential entrepreneurs. The two centers are the Business and Industry Center and the Small Business Development Center. Each center is planned to provide appropriate informational and diagnostic consultation, research, referral services, instructional seminars, symposiums, workshops and clearinghouse activities.

A clear distinction between recipient clients and contact sources has been developed for the staffs of the two centers. The target populations are separated essentially by size. The Business and Industry Center provides services for companies with 100+ employees, shopping center malls, and major manufacturing firms. Companies with fewer than 100 employees, SBA cosponsored programs, and companies with federal bankruptcy problems are served by the Small Business Development Center. Community and other appropriate liaisons have been established for each center.

Program Offerings and Delivery Modes Implement Objectives

The Center for Educational Services for Small Business Development has developed a number of activities to facilitate its six broad objectives:

1. Community Services
   - o Individuals are referred to existing resources on the campuses and within the community.
   - o Self-supporting community services courses have been developed to meet specific needs.
   - o Educational needs of small business individuals in the community are periodically assessed.

2. Counseling
   - o Special orientation programs are offered to focus on services and resources available to small business individuals.

- o Lines of communication have been established between college counselors working with the center and community organizations.
- o More effective use of resources with individuals campus divisions and small business individuals is promoted.

3. Instruction
   - o A series of regular courses, mini-courses, workshops and seminars are conducted at the college campuses, area high schools, and other locations throughout the El Paso community.
   - o Counselors and Learning Resources Center (LRC) staff provide special arrangements for tutoring and testing when necessary.
   - o Media, reference and library services ar provided by the LRC.

4. Public Relations
   - o Continuous public information and liaison work with all levels of small business organizations and other agencies is conducted.
   - o Periodic mailouts regarding registration, special orientation, etc., are sent to all students and potential students.
   - o The District Relations and Public Information Office issues news releases to the local media.

5. Recruitment
   - o The center has established contact with area social service agencies to inform them of the college's services for small business individuals.
   - o Coordination has been developed with community agencies and organizations to assure comprehensive coverage of identifying potential small business individuals.

6. Liaison
   - o Educational needs are assessed in cooperation with social agencies, and instructional programming to meet those needs is developed.
   - o A working relationship is maintained with other small business agencies and organizations dealing with the small business individuals where appropriate.

Offerings Range from a Degree Program to Short-term Noncredit

All programs offered at the center are designed for the principle benefit of men and women who manage a small business or are interested in setting up a small business. Short and long-term courses are offered at different times and places to accommodate the professional business person's schedule. The degree program is open to anyone who has obtained a high school diploma or its equivalent, or who is at least eighteen years of age, can benefit from the experience and whose high school class has graduated.

The purpose of the Associate of Applied Science Degree in Small Business Management is to train potential and active entrepreneurs of small business. The curriculum is structured in a logical sequence to: 1) insure a foundation of basic introductory courses to insure a level base for introduction, 2) provide advanced courses of study in a general or specialized interest of the student; and, 3) provide viable or marketable skills for those students who attend this program of learning.

Students will be able to demonstrate a working knowledge of accounting procedures, economic principles, communication techniques, human relation concepts, math principles, sales organization, sales management procedures, and sales force projections.

Key workshops are cycled throughout the year in different time frames to attract different populations. All short-term training is designed to teach survival skills in a low-threat, practical mode. On the other hand, short-term workshops and seminars often serve as an excellent recruitment device for further study in credit courses and degree programs.

Instructors at the center represent a broad range of experience in such areas as advertising, business, economics, and economic development. Many are bi-lingual.

The college has an open door policy to all those who wish to attend. However, it recognizes that not everyone has the prerequisites for successful performance. Therefore, those who do not qualify initially are given an opportunity to strengthen weaknesses. For example, in the spring of 1979 the college obtained a grant from the Texas Education Agency to provide small business management training to minority and women entrepreneurs. The college will continue to offer small business educational services to everyone interested in them and will continue to seek resources enabling it to offer specialized services for disadvantaged groups.

Programs Are Enhanced by Variety of Resources

Every effort is made to utilize institutional and community resources of all types, including LRC materials and services, instructors, collaboration with other agencies, and funding.

The Learning Resources Center provides tutoring, testing, media production, reference, and library services. Educational Development Specialists are on hand to assist in instructional design as are media translators for Spanish speaking students. Learning laboratories are also available for those who wish to pursue independent study.

Full-time faculty resources are available for assistance in program development and evaluation. To assure consistency, the center maintains close coordination with appropriate division chairs and associate deans of other divisions to identify and work in areas of common interest.

Community resources incorporate the use of instructors who work in the community in relevant fields. For example, local tax experts serve as instructors for small business income tax preparation.

Other community resources utilized are local organizations and agencies concerned with small business: the El Paso Chamber of Commerce, the El Paso Office of the Small Business Administration, the Texas Office Minority Business Enterprises, the National Economic Development Assocation, the Pan American Chamber of Commerce, and the Contractors Assistance Center. An active and sustained effort on the part of the center keeps these organizations abreast of its activities and their input is sought in identifying unmet needs and designing program changes.

Future Directions

The college will remain committed to assisting the small business community and sees its current participation in the National Small Business Training Network as a positive step toward achieving economic and social progress in El Paso.

It is envisioned that the Business and Industry Center will develop a series of specially tailored programs. Some will result in contracts to train employees for specific companies on site. In other instances a collaborative training program will be developed to serve an area industry or trade association. The college will be able to offer training both on campus and at community-based sites such as industrial parks, malls, etc.

GENESEE COMMUNITY COLLEGE
Batavia, New York

I. The College and Its Setting

The Genesee County area is among the many restructuring regions of the northeastern United States. Once thriving with small industries and commerce in a lovely rural setting, many of the communities in this region have seen their economic base carried off to other areas of the country. A program at Genesee Community College has been set up to help small businesses and family farm operators train for better management and productivity in the present climate of changing times.

Genesee Community College, located northeast of Batavia near the New York State Thruway, opened in September, 1967. Its permanent campus since January, 1972, is situated in one large building, although several separate buildings are used for certain of the college's programs. This creates the effect of an "education mall," similar in concept to many modern shopping plazas. The hub of the campus is the William W. Stuart Forum, a large enclosed courtyard which is used as a meeting place and concert area. On either side of the forum are the library and the student dining area, which can seat several hundred students.

The college offers a comprehensive and growing program of studies designed to fill the dual need for an academic program for students who plan to complete bachelor's degrees at four-year colleges and varied specialized programs for those who intend to seek employment upon completion of a two-year curriculum. Genesee also has an evening program which offers special and non-credit courses.

All educational programs of Genesee Community College have been registered with the New York State Education Department and have been approved by the State University of New York. The college is authorized by the Board of Regents of the University of the State of New York to award the degrees of Associate in Arts, Associate in Science and Associate in Applied Sciences. Students are admitted under a liberal admissions policy which is designed to determine potential for achievement.

Genesee Community College is committed to the State University System motto: "To Learn - To Search - To Serve." Essentially, its task is to provide readily accessible instruction to all who can profit from a college experience. The college strives to provide basic instruction and training for students with a broad variety of needs, desires, and abilities. Instructors work closely with students to help set career and occupational goals.

Genesee County residents and its business community, like those in many other areas of the country, need no reminder of the effects of tough economic conditions. The county has one of the highest unemployment rates in the state of New York. Double-digit inflation has been replaced by a double-digit unemployment rate. The sluggish economy and high interest rates are particularly troublesome to the heart of the Genesee County business community--its small businesses.

II. Small Business Management Training Program

General Purpose

The Rural Business Institute (R.B.I.) of Genesee Community College is an outreach program for small businesses operating in the counties of Genesee, Liningston, Orleans, and Wyoming. The R.B.I. was created to provide direct individualized assistance through one-on-one counseling and consulting services to small business owners and managers, as well as family farm operators.

Program development for the R.B.I. began in January, 1982, funded by a $150,000 two-year grant from the Kellogg Foundation. A six-month plan was implemented to develop and maintain a systematic approach to program administration. As part of start-up activities, the director made numerous presentations to business and civic groups informing small business owners of the Rural Business Institute's services. Qualified consultants and persons to serve on an advisory committee were

also solicited, and since have been instrumental in defining problem areas and offering direction for future activities. After this period of ground-breaking, public interest has been growing.

R.B.I. Offers On-Site Delivery of Services

Under the executive direction of Timothy J. Craig, the Rural Business Institute enlists professional persons to visit business sites and assist the owner/operator in planning and executing appropriate business strategies. Eligible businesses, generally those with 100 or fewer employees, may receive a maximum of three days of confidential consultation after the initial interview. The R.B.I. team of 25 professionals is comprised of highly qualified educators and business people, selected on the basis of successful experience and a desire to share their experience and viewpoints with small business owners in need of specific advice on operational and planning matters. Many of the consultants, among them former executives for firms such as Agway, IBM, and Kodak, are members of SCORE (Service Corps of Retired Executives).

Following the initial interview to determine a business's needs, consultation sessions are arranged. These sessions may cover one or more areas of business operation including accounting, advertising, agribusiness, business law, data processing, employee/management relations, financial management, government regulations for small business, marketing, retail management, and tax law. Surveys show advertising, marketing and cash management to be items of greatest concern to small business people in the Genesee area.

A brochure describing the R.B.I. program and containing an application blank is distributed as a mailer or handout to interested parties. This is followed up by a "request for assistance" form that is issued to businesses seeking consultation. A report form, "Information Brief for Consultants," serves to compile and screen information about prospective consultants. The "consultation report form" is completed by the consultant after each visit. In most cases, it is submitted with a more detailed description of the consultant's visit.

R.B.I. Program Promotes Assistance Networking

Many of the small towns in this rural region currently are involved in industrial development. Merchant and business associations are increasingly popular. The Rural Business

Institute has been instrumental in the development of several of these associations. One consultant in particular has had extensive experience at the state level in this field, enabling the R.B.I. to assist groups in setting goals and developing an organizational structure.

Working as a liaison has allowed the director to help Chambers of Commerce from separate areas communicate with each other on common problems and develop new working relationships. Active involvement with the local Private Industry Council, whose service area is the same as that of the R.B.I., also has proven beneficial in reaching small businesses that are in need of assistance.

A unique type of consultation has been provided to a major hospital in Batavia, New York. Genesee Memorial Hospital requested assistance with preventive maintenance and energy conservation. The R.B.I. was able to provide a highly qualified consultant who is presently working with the hospital administration on these problems.

In addition to its liaison activities, R.B.I. has offered two workshops that have proven valuable. The first, "A Plan for Business Success," attracted area business persons in need of updating their knowledge of such business operations as marketing, accounting, and advertising. A more specialized workshop was presented to the sales staff of the local daily newspaper at the paper's request. Both programs were rated excellent by those attending.

Getting Started, Spreading the Word Were Major Problems

In evaluating the first year of R.B.I. operation (1981-2), the most serious problem was a delayed start because of difficulties in the hiring of a director.

Partly due to the rural characteristics of this area, another problem has been reaching the small business owner. Publicity has had a limited impact. There is no single newspaper that reaches all counties served by G.C.C. The local paper is slow in publishing news releases and the result of a direct mail campaign were disappointing. The most effective, though time-consuming, method of communicating proved to be personal visits by the R.B.I. director. At this time, most of the major areas of commerce have been canvassed, and the visits will continue to be standard procedure.

Convincing local business people that the program is both worthwhile and free of charge has been difficult. Many are cynical, distrusting anything that is free. However, the "free" appeal explained through personal contact does mitigate the problem considerably.

Expanding the Program Is Major Goal for the Year Ahead

After six months of R.B.I. consultant services, many businesses have had sufficient time to implement new programs and test new methods. An evaluation of the program as well as of each consultant's performance will be conducted.

Major goals for the 1982-3 program year include: increasing the number of businesses served from 50 to 100; continued promotional presentations to business and civic groups; continued contact and active involvement with local business and civic organizations by the director; continued door-to-door visits to attract small business persons who can benefit from counseling; and, a publicity campaign to remind the business community of the services offered.

Future group presentations are in the planning stage. These presentations will be held at the college and at a community site. In addition, several speaking engagements are also planned.

LANE COMMUNITY COLLEGE
Eugene, Oregon

I. The College and Its Setting

The service area of Lane Community College is comprised of two large towns, Eugene and Springfield, with a combined population of about 200,000 and several small towns and rural areas accounting for another 74,000 residents. Although tourism provides for an appreciable amount of revenue, the primary industry is the production of building lumber. As a result of major cutbacks in new construction throughout the country, this area has been hard hit by unemployment and has severely felt the impact of inflation and high interest rates. It has experienced a decline in population over the past few years, as people try to find work elsewhere. The college--in part through its Business Assistance Center--is working with other community groups on economic diversification efforts that will provide new employment opportunities.

Lane Community College in Eugene, Oregon, is a public, two-year, coeducational institutions. Established in 1964, it offers comprehensive curricula which include more than 40 technical-vocational programs plus courses which can be applied toward about 60 degree programs at four-year colleges and

universities. In 1980-81, the college enrolled more than 12,000 students in credit programs and 23,644 in community education programs.

The college serves a 5,000 square mile area which includes Lane County, from Pacific Ocean to Cascade Mountains; Monroe Elementary School District in Benton County; Harrisburn Union High School District in Linn County; and a small area south of Cottage Grove and Florence in Douglas County. The population is about 274,000.

On its 292-acre Eugene campus, the college has 780,000 square feet under roof. The $24 million campus was dedicated in 1969. Among its citations have been those for its ease of access for the handicapped and for its quality and maintenance of landscaping. Construction monies came about half from local taxes and half from state and federal grants. Recent additions are a Campus Services building on the Eugene campus, a skills center at Florence, the Downtown Center in Eugene, the Health and Physical Education addition, and the Apprenticeship Annex.

The general fund, or operating budget, for the fiscal year 1979-80 was $19.2 million. Revenues included: local property taxes, 32 percent; state, 39 percent; tuition and fees, 21 percent; other, 8 percent. The college has a tax base which was last updated in 1976. Subsequently, the college has had to seek additional resources from the local taxpayers outside the six percent limitation.

The college's national reputation for excellence has earned it membership in the League for Innovation in the Community College. LCC participates with America's best community colleges in the exchange of innovative ideas and practices.

II. Small Business Management Training Program

The service area encompassed by Lane Community College includes small cities and rural communities. To facilitate the special needs of small businesses in each of these areas, the college has established a variety of program offerings. Moreover, college staff have been active participants in a number of other targeted small business training programs, including the AACJC Older Persons in Small Business Program.

Business Assistance Center (BAC)

In establishing the Business Assistance Center (BAC), Lane Community College has emphasized the many non-credit programs it is currently offering by giving them high priority in the financial structure. Other educational and service needs that can best be provided within the philosophy and structure of LCC will be added. The primary functions of the BAC provide educational services such as instruction, counseling, library and data, and referral assistance. Any segment of the college can be called upon to assist in delivering these services.

The BAC has a director who maintains a strong and active liaison with the business community, labor, and other education and service agencies. The director acts as a broker of information, synthesizing business and education needs and resources and matching needs and resources by the most appropriate means. The center itself acts as a clearinghouse by referring clients to other agencies when appropriate.

The three ongoing programs operated under the direction of the BAC staff deliver on-site training to participating small businesses in the LCC service area.

Small Business Management Stresses Practical Skills

A three-year, noncredit program has been established to assist small business operators in achieving their business and family goals through improved management and operations of their businesses. Emphasis is placed on business plan development for sound growth and expansion.

Many of the small businesses participating in this program employ from one to ten persons. In the Eugene/Springfield area, the program currently serves nearly 70 small businesses; through the Florence center, the program serves over 25 small businesses.

The program offers the small business owner/operator a structured opportunity to develop the records system best for a business, analyze records for management information, plan for greater profits, and develop a plan for sound growth or expansion. Once each month a class is held in the evening; at other times instructors visit each student's business location. Students are given an annual computer analysis of their business operations, including a cost of operation summary.

Rural Small Business Resource Center Serves Outlying Areas

Management and resource assistance to small businesses with 15 or less employees outside the Eugene-Springfield area are

provided through this special center for rural communities. The center conducts seminars in five rural areas (Florence, Veneta-Elmira, Cottage Grove-Creswell, Junction City and Oakridge) on recordkeeping, financial management, marketing and advertising, business plan development, stress management, taxes, and government regulations.

The center also acts as an information and referral service for small business owners in finding the information, individual, or agency to answer questions about managing or starting a particular business.

Funding for the center's activities has been provided by a CETA grant, while sharing college staff and facilities. However, the CETA grant will not continue after 1983 and it is hoped that the college will then provide financial support.

Farm Business Management

A three-year program has been established to assist farm operators in improving the management and operation of their farms. As in the Small Business Management program, students learn to develop a record system, analyze records for management information, plan for greater profits, and develop a plan for sound growth and expansion. The instructor travels throughout the county giving technical recordkeeping assistance to participating families, and provides classroom instruction once per month. Currently, the program serves about 43 farms.

Farm operators are given an annual computer analysis of their farm operation. Computer time is purchased by participating farm families through Lane Community College. Data collected by the farmers and the instructor are sent to the computer center for analysis. The computer analysis then can provide information to maximize profits for each farm enterprise.

The program is based on a design developed by the University of Minnesota and presently is in use at community colleges throughout the country. It has great potential for assisting families in developing successful farm management operations.

For the Year Ahead

During 1983 the BAC will continue to expand its services and resources by addressing 11 major objectives. They include upgrading physical resources, organizing new business seminars and workshops and a resource data bank, increased marketing of BAC through a new brochure and newsletter, designing evaluation instruments, developing a contracting model, and starting a class in microcomputer applications for small businesses.

MONTGOMERY COLLEGE
Rockville, Maryland

I. The College and Its Setting

As with other community colleges, Montgomery College's programs strive to meet the needs of its community. Long considered a bedroom community of Washington, D. C., Montgomery County has emerged into a light manufacturing and research and development community, with increasing non-government employment. Over the past 25 years the county has experienced remarkable growth in population and real estate development. These factors have contributed to the establishment of a sound economic base. Now more than sixty percent of its residents are employed within the county. Greater employment opportunities have paved the way for the college to more effectively interact with and to promote the training of local labor forces in an effort to assist business expansion and growth.

Montgomery College, the first community college in Maryland, was organized in the spring of 1946 as the higher education division of the Montgomery County Public Schools. In the fall of that year evening classes began in facilities provided by a local high school. In 1950 the first college-owned campus was acquired in Takoma Park. The college came under the direction

of its own Board of Trustees in 1969 and since that time has not been associated with the county public schools. Montgomery College now maintains three main campuses, three centers used exclusively for Community Services programs, and last year held open enrollment courses at more than 60 locations throughout the county.

The newest of the three campuses, the Germantown Campus began offering classes in September of 1975 and presently serves over 2,000 full and part-time, day, evening and weekend students. With a more than 35 percent increase in enrollment in fall semester, 1981, the campus is one of the fastest growing in the nation. Opened in 1965, the Rockville Campus is now the largest with about 12,000 full and part-time credit students (fall, 1981) enrolled in over 600 courses offered in more than 40 cirriculums. In addition to the credit students, thousands of continuing education students attend classes on the campus in the evening and on weekends. The Takoma Park Campus is the oldest of the college's three campuses and has a student enrollment of more than 3,000. Since 1950 it has provided the citizens of Montgomery County with quality education in a serene campus setting.

Development of courses which meet community and businesses' needs has been enhanced by the structure of the Office of Community Services as a college-wide and county-wide unit. The flexibility of this type of structure permits interaction with three campuses and organizations in the county. It is also important to note that this is the only public institution of higher education in the county of approximately six-hundred thousand persons. Other organizations are, of course, conducting training in the county, but the support that we enjoy of being in a public institution based in the county is unique.

When the Office of Community Services was established, it was given the mandate to provide courses to the community in such a manner that is would become self-sustaining and operate within the incomes produces from courses. This approach, essentially a "fund budget" approach, provides opportunities to conduct varied programs and activities. Income is derived from fees paid by registering students, selected state support for occupationally related courses, and specially designed contract courses from employees of businesses and agencies across the county.

II. Small Business Management Training Program

General Purpose

Montgomery College has long sought to meet the needs of small businesses in the community. Since its founding in 1946, efforts have been made to design curricula that meet the needs of business for a trained and effective labor force. The establishment of the Office of Community Services in 1967 added a new dimension to educational services. College programs were designed to meet the concerns for knowledge and training in both traditional and nontraditional education, by the small business person.

As the program expanded in order to meet the needs of local organizations, a liaison was established in 1976 with the U.S. Small Business Administration in order to develop cosponsored courses that were relative to the needs of businesspersons. From the outset of the unit's establishment, the college sensed that specific business-related courses were needed in the community. The cosponsored program expanded from several courses per term to more than 70 today.

Programs Focus on Business Needs of the County

The Office of Community Services designs programs to reach the community in three ways:

1. Courses are designed for the general public in order to improve skills that will support business aspirations or current employment.

2. Courses are designed at the specific request of an employer to improve employees' capabilities. (Some of these courses may be parallel in content to those in category 1, but they are generally designed separately.

3. Conferences are produced in cooperation with academic departments and community organizations, including the Chamber of Commerce, which highlight certain developments and opportunities in business. These events act as catalysts for further educational opportunities.

These methods of delivery reach a wide variety of target groups including:

- Established business people needing refreshers in marketing or updates on computerization of the workplace.
- Women returning to the workforce who desire business skills in accounting methods.
- Persons contemplating the feasibility of a "retirement" business venture.
- Potential entrepreneurs who need help in developing a business and marketing plan or require help in preparing a loan application.
- Employees of small business needing additional training to upgrade their skills.

The program of service to the community has benefited directly and indirectly by the use of advisory committees throughout the years. Some of them have been standing committees of significance to the college in various subject areas, while others have been ad hoc committees of short-term duration. At the present time, instructors, local business contacts, Small Business Administration staffers, and other specialist from the faculty make up an informal advisory committee. Their role has been to recommend new course offerings, instructors, materials, and promotional strategies which are used effectively to spread the word on various topics.

Off-Campus Centers Are Convenient and Appealing

The majority of small business management courses are held at off-campus centers devoted to noncredit training programs. One has five classrooms located in a small shopping center convenient to bus lines and major traffic arteries. This shopping center has recently been redeveloped with the aid of state funds to make it a more attractive commercial area. Another center has seven classrooms and is located in a mature but revitalizing business district within a few blocks of a subway station expected to open in 1984.

These leased centers offer programming benefits in that they are visible and accessible to the community. It is not necessary to go "on campus" to take courses. The facilities

scheduling, staff, and supplies can be managed to provide maximum service to the adult population since the space is controlled by this Unit. Carpeted floors, attractive furnishings, classes on Friday nights or all day Saturday and Sunday, and easy parking all appeal to the continuing education student. On special occasions, such as faculty and in-service workshops, coffee and light meals can be served. For large seminars, breakout rooms can be provided. Businesses see continuing education programs as accessible, highly professional, and responsive to their unique needs.

Time Schedules and Curricula Content are Flexible

Most small business classes are held at the Bethesda Center or Central Square sites, although some are offered on the three campuses because of geographic location for certain populations of the county. Classes are scheduled for evenings, weekends, and some weekdays. A few classes are offered from 4:00 to 6:00 p.m., with the idea that business owners/employees will take off early to attend class. Classes in basic business skills (accounting, recordkeeping, taxes, and marketing) seem to do best in the evening. Classes for entrepreneurs such as "Owning and Managing a Restaurant" and "Starting and Operating a Business From Your Home" show high Saturday enrollments. Most classes vary in length from one full day to eight sessions.

The flexibility of Community Services course content allows for variations of designed times in an effort to funnel the course information in the best way.

A very popular open enrollment course on "Managing Customer Problems and Problems Customers" was redesigned at the request of a local credit union and offered to its employees as "Managing Member Problems and Problem Members". Courses in "Introduction to Data Processing and BASIC Languages" have been offered on-site to many county businesses and government agencies. Recently a late afternoon course, "Power: Making It Your Business," was designed and offered for a women business owners association, sponsored by the Chamber of Commerce. Such curricula restructuring makes the program offerings timely and meaningful to particular segments of the business community.

Staff Members Have "Hands-On" Business Experience

Instructors are hired for their direct and practical expertise in a particular business skill as well as teaching/communication skills. For example, the instructor for a course on effective use of direct mail owns and operates a

direct mail firm, while "Independent Consulting: Is It For You?" is taught by an internationally experienced business and management consultant.

The Office of Community Services recruits instructors through the following ways:

- o identifying successful business people through local business journals, newsletters, and newspapers;
- o recommendations from instructors in the program;
- o advertising in newspapers and professional journals;
- o attending meetings of the Chamber of Commerce and other business groups; and
- o recommendations from contacts at the Small Business Administration.

In addition to instructors the staff includes positions which are responsible for designing courses; selecting faculty; developing marketing material; directing the registration and recordkeeping process; preparing and distributing classroom materials; initiating contract letters and payment documents for the faculty; and, preparing "Certificates of Completing" for students who have satisfied course requirements.

As Community Services evolved, it expanded its service components and moved from a "generalist" approach with each of the staff dealing in a diversified array of courses to a more "specialist" approach with fewer topic areas, but greater depth in course programming. Most of the seven program staff deal, in part, with training and education which will benefit the small business person. Several of the programming staff are heavily concentrated on management training for various aspects of the community's small business activity.

Program Marketing Reaches Every Home in the County

The promotional strategy is designed to advertise community services programs to every household in the county. That represents over 220,000 households which are mailed course information four times a year. This approach yields approximately 80 percent of the overall enrollment. In addition, brochures listing specific courses are made available to former students and Small Business Administration clients

several times per year. Our participation in the National Small Business Training Network allows us to mail brochures while saving the cost of postage.

Tabloids and brochures are distributed to public libraries, chambers of commerce, business associations, and business clubs. Notices of our courses appear in the business calendars of local newspapers and other publications and are broadcast on local radio stations.

Instructors are also important, as they are aware of and can promote courses through the networks in which they, as individuals, have contact. Finally, computer-based noncredit student records permit the selection of specific recipients for advertisement by several criteria: courses taken, age, sex, location, occupation, and employer. The latter may be particularly useful when an employer is known to have a tuition reimbursement policy.

Evaluation Strategy

Community Services programs are evaluated in several ways. Through outreach and marketing efforts, the community evaluates courses by choosing to enroll in a class. Enrollments have continued to expand since 1968, with over 16,000 having attended Community Services courses in FY 1982.

Once enrolled, trainees evaluate the program by staying in the class and not formally withdrawing. A student shows positive acceptance of the program when he/she registers for additional courses. This pattern suggests his/her acknowledgement of the effectiveness of the program. Montgomery College also receives letters of congratulations as well as concerns about certain programs. In addition, the Community Services staff routinely request that the student evaluate the faculty and the content of the course. Approximately 60 per cent of all courses are evaluated by students each time they are offered.

Future Will Bring Increased Outreach

The college will continue to develop new methods of identifying the needs of local business and industry and produce courses suitable to meet those needs. The following are among the alternatives which will be pursued in the next year:

- Cooperatively design and initiate a community assessment process with the Office of Adult Learning Services of the College Board. This will

identify additional types of needs and provide specific documentation for the college to initiate new responses.

- o Initiate new activities in support of the county government's Office of Economic Development, i.e. CETA.

- o Expand support of existing relationship between Montgomeny County Chamber of Commerce and other Chambers of Commerce operating in this jurisdiction.

SADDLEBACK
COMMUNITY COLLEGE
Mission Viejo, California

I. The College and Its Setting

The Saddleback Community College district is located in Orange County, California, one of the largest population concentrations in the United States. A lot of high technology industry and several "Fortune 500" corporate offices are located in the area. A slowing down of new construction has caused some lay-offs, but the economic climate remains healthy. Because of its growing population and high annual median income, Orange County is a particularly good place to start a business. Electronics, data processing and its support groups, and service industries are viewed as fertile ground for new opportunities. The college operates a nationally recognized, award-winning small business training program that has contributed to the economic growth in the area.

From its founding in 1967, Saddleback College has seen its student population increase from about 2,500 to nearly 25,000 today. The college district encompasses 376 square miles, almost half of Orange County, and receives students from several suburban communities just south of the Los Angeles metropolitan area. The 200 acre South Campus in Mission Viejo is undergoing

continued improvement as construction of two permanent classroom and office buildings is completed. Additional plans call for a multi-story classroom/office building in the near future. The North Campus, in Irvine, was opened in 1979 in a cluster of four buildings on 20 acres of land. Future projections call for it to grow to five buildings on 100 acres, serving 20,000 students.

No longer just a two-year college primarily serving high school graduates, Saddleback has a student population which covers the full age spectrum. Special programs to meet the needs of groups such as older persons, minorities, foreign students, and the handicapped are available. A wide range of vocational/technical courses are offered as well as traditional academic subjects. Guidance and counseling services are based on the recognition that students come from a wide diversity of backgrounds and must adapt themselves to a rapidly changing and complex society.

The Saddleback Community College district is comprised of five incorporated towns and seven that are un-incorporated. A very small portion of the district is considered rural. Most small business operations in the district are retail or service-oriented. Because of the size and diversity of this area, there is a need to develop effective networking among small businesses.

II. Small Business Management Training Program

Over recent years, two of the most popular segments of Saddleback's program have been the Entrepreneur F.A.S.T. (Full-time Advance Student Training) course and the Starting Your Own Business workshop series, both of which dynamically teach the basics of small business planning. Moreover, last year this program received national acclaim. In May, 1982, the developers of the program, Professors Lee A. Eckert and J.D. Ryan, were given the highest honor in the field of small business education--the Freedoms Foundation Award for Excellence in Private Enterprise Education.

General Purpose

The Entrepreneurship program enables would-be small business owners to obtain a clear picture of a successful small business operation, to evaluate their motivations for beginning one, to

explore the feasibility of their proposed product and/or service, and then to develop the skills necessary to succeed.

Students are asked to translate their often not practical desire of wanting to be one's own boss into the detailed reality of a written business and marketing plan. The process enables the student to make his or her own prognosis for success and to weed out, prior to the tragedy of failure, business ideas that are ill-conceived or insufficiently developed.

An "entrepreneurial approach" to education is a key element of the innovative curriculum offered in this program. A step-by-step student handbook for starting a small business was specially developed when the available material was found to be inadequate. Clase contact with former students who have gone into business is maintained and staff act as informal consultants when needed. Former students who have formed their own businesses also are invited back to speak about their experiences to current classes.

F.A.S.T. Class Means Specialized Delivery

Using a real world instructional approach, F.A.S.T. classes combine vocational courses with occupational work experience. To complete the intensive 16-week course, students must produce a business idea, an industry overview, a marketing analysis, and a full-blown business plan. Although students sometimes balk at the pace and heavy work load, most have found the material taught in the classes to be immediately adaptable and invaluable in starting a new business or in improving an existing one. They leave with a complete package to work with that is tailored to their own needs.

The F.A.S.T. package is delivered through concurrent enrollment in three courses which are held two evenings a week. The courses, lasting from 5:30 to 10:00 p.m. each evening, are "Introduction to Small Business Management," "Planning the New Enterprise," and "Marketing the New Enterprise." These classes are offered on both the North and South Campuses.

During the Spring 1982 semester, there were over 300 students enrolled in the courses covering a wide age-range, with the average age in the early thirties. About 60 percent were men, 40 percent women. For about 15 percent it was their first college class. Nearly one-third of the students owned their own business, while almost another one-third were from families owning a business. It is interesting to note that in the first of these entrepreneur courses, offered about five years ago, only six percent of the students were women.

Entrepreneurship Seminars Use Problem-Solving Approach

The Starting Your Own Business workshop series offers day-long seminars to small business operators that are geared to helping them solve problems and increase business efficiency.

In an attempt to meet the needs of the growing community, this entrepreneurship program has been expanded to four seminars focusing on problems present and future entrepreneurs may encounter in increasing the prospects for success in their own business.

The series begins with a pre-business seminar developed to introduce participants to key concepts and resources that will help them plan a successful small business. It is followed by "How to Start and Improve Your Own Business." This seminar, the most popular in the series, leads participants through a 50-page workbook that helps to improve an existing business.

"Business Trends and Opportunities for the 80's" is the third seminar in the series and presents an overview of significant social, economic, and environmental trends and explores ways by which a businessperson can anticipate and exploit emerging opportunities. This session includes discussion of those businesses that are most likely to have the best opportunities for growth in the 80's.

Wrapping up the series is "Write a Marketing Plan for the 80's." Participants follow a comprehensive workbook that serves as a vital guide in developing a sound marketing plan. This seminar helps participants put together the marketing section of a loan proposal or a feasibility study.

A Bright Future

For the nearly 4,500 students who have taken the Entrepreneurship program since its inception in 1977, participation can almost be described as "success insurance." Over 1,000 businesses have been established by former students, not one of which has been known to fail. These businesses are now making a contribution of approximately 100 million dollars to the county's economy and they continue to grow.

STARK TECHNICAL COLLEGE
Canton, Ohio

I. The College and Its Setting

Deeply affected by national economic changes, the Stark Technical College service area is in a transitionary period. Heavy industrial manufacturing cutbacks have caused high unemployment among people who now must develop new skills in order to be competitive in a new market--one where the demand is for white collar and service-oriented employment skills. Working with other community resources, the college is directing its efforts to provide the needed training and opportunities for its district's citizens. One effective example is its training program for small business.

Stark Technical College (STC) is a state-assisted, two-year technical college, offering the Applied Science and Applied Business Associate Degrees in engineering, business, public service, and health technologies. The college was chartered by the Ohio Board of Regents in 1965 to serve Stark County which was designated a technical college district in the original charter.

Its mission is based on the technical education concept, which the Ohio Organization of Technical Colleges has defined as "...a post-secondary, college level program of instruction intended to prepare persons uncompromisingly for employment as technicians or para-professionals, administrative or managerial

personnel." Technical education provides not only for entry employment but for sufficient growth and advancement within the selected field.

The college grew from fewer than 100 students in 1970 to over 2500 in 1979, faster than all projections made by the college or by outside sources. The most significant change in the composition of the student body has occurred in the ratio of male to female students. The student body was predominantly male in its early years, the early sixties, at which time the college was known as the Canton Area Technical School. The ratio has changed from a ratio of 71 percent male, 29 percent female in the 1974-75 academic year to 53 percent male, 47 percent female in the 1979-80 year.

A part of the Cleveland/Akron urban corridor to the north and the Akron/Kent/Youngstown urban corridor to the east, the college is located in an area that has been plagued with major declines in primary industry during recent years. As the basic-product, resource-oriented industries lost their foothold, the technical, service-oriented industries have increased and have attracted skilled white-collar workers to replace blue-collar workers. Canton, Akron, Cleveland, and Youngstown epitomize various stages of this transition from manufacturing jobs to service sector employment in business management, law, accounting, finance, banking, medicine, government, research and development, data processing, and wholesale and retail trades.

Thus, changes in the economic structure of Stark County point to the need for a highly trained, more technologically skilled work force. As manufacturing jobs decline, the need for more technical and highly skilled workers is increasing. Unless the working population is able to adjust to this change through the development of requisite skills, unemployment rates are likely to continue to be high and the region's economy will continue to decline.

II. Small Business Management Training Program

General Purpose

Community and technical colleges have a history of working effectively with local small businesses. Cooperative and linked relationships of this kind are important to Stark Technical College.

Many small businesses lack the resources to analyze their future employment and human resource needs and to identify employee education and training needs. Small businesses often lack the capacity to provide employee training. The economic development of the Stark County area hinges on the ability of small businesses to grow and prosper. Survival for many of the area's small businesses may depend on their ability to obtain low-cost technical assistance.

Faced with an increasing need for its services from students and area employers, the college initiated an Office of Institutional Research and Planning in 1979 with the help of a Title III: Strengthening Developing Institutions Program grant. This office coordinated market research to keep updated on the needs of non-traditional students and to identify the needs of non-credit programs fulfilling the college's institutional objectives.

In its first year of operation, the Research and Planning Office, with the assistance of Community Services Associates, a local consulting agency, completed a thorough market study entitled "The Markets of the 1980's." One hundred twenty-one major employers in Stark County were contacted in the survey with a response rate of 92.5 percent. The majority of the firms responding employ between 50 and 99 employees. The survey requested information on the types of businesses, number of employees, job categories, future expectations in terms of growth and reduction in work force, employers' past experiences with employment of STC graduates, their opinion of the education offered at STC, and workshop, seminar topics and specific programs that would most help their business and employees.

Result Is a New Training Concept: "The Thursday College"

Based on this survey and feedback from small business community advisory groups, the Director of Continuing Education worked cooperatively with the Cleveland Regional Small Business Administration Office to develop the "Thursday College for Small Business Owners," a program designed to motivate and direct individuals with some business aptitudes to explore their talents.

Actual groundwork for Thursday College started soon after a team from Stark Technical College participated in a two-day conference cosponsored by the SBA and AACJC in Atlanta, Georgia. Within this educational atmosphere the SBA administrators and educators addressed methods of obtaining the necessary leadership on college campuses to bring about a successful team approach to assist in meeting the varied needs

of small business.

Problem-Solving Skills Are Developed

The aim of the Thursday College for Small Business Owners project is to seek solutions to the concerns of the small business owner through a well organized planning process in cooperation with participants from the Stark County business and industrial sector. The suggested objectives from this group included the following:

1. Educational policy development through a cooperative planning process with business and industrial representatives.
2. Recommendations for program development through informal needs assessment among business and industry.
3. Development of a community awareness of the education/training and courses being considered by the Small Business Institute.
4. Identification of barriers which may restrict the small business registrant from access to the institute program or courses.

Many small business owners are unable to identify their problems or to pay high fees for the assistance they need in finding adequate solutions. Small businesses need a highly competent, well-trained work force. Not surprisingly, some barriers unique to small business employee training were a constant concern in the development of the Thursday College:

- o They are often too small to provide in-house training programs.
- o Their staffs are too small to grant release time for employees.
- o Often it is the small business owner who needs technical assistance and has no time for a formal training program.
- o There is a constant concern that employees will find more lucrative jobs in larger businesses or corporations.

An action plan was submitted to the SBA team encompassing scheduling, tuition counseling, curriculum design and faculty procurement. The focus was centered on start-up skills that can be learned such as preparing a business plan, analyzing business locations, and instituting credit policies.

The team recommended the introduction of low-cost, five- and six-week programs with flexible hours that would utilize a mini-program format of not more than three contact hours per weekly session. A cafeteria/smorgasbord type approach to curriculum design was suggested with generic headings around which specific courses or programs could be molded--such as finance, bookkeeping/accounting, management, marketing/advertising/personnel, computer literacy, and high technology overview.

Instructors Are "Real World"

Most entrepreneurs and small business owners find it difficult to sit and listen to theoretical lectures and discussions about hypothetical problems. They want to hear "down to earth" information, action-oriented rather than long-range knowledge. They are doers rather than talkers, they prefer the real and the practical. Therefore, careful selection and procurement of faculty is essential. These resource persons bring to the classroom actual cases, experiences, simulations and many times present various business type profiles for review.

A significant and effective faculty recruiting campaign coupled with orientation training and evaluative and appraisal procedures are an ongoing part of the Thursday College project. Faculty and resource personnel at Thursday College have professional "real world" experience, are action-oriented, place an emphasis on "hands on" experience, possess the ability to communicate effectively, and show continued growth in their fields.

Program Offerings and Delivery Modes Include Community Resources

"Why Thursday?" There is no significant reason for this selection other than space utilization during Fall quarter 1980.

Thursday College offers six to seven mini-courses lasting six weeks with the exception of bookkeeping or accounting courses which run for ten weeks. The time slots usually are 6:00 to 8:00 or a tandum 6:00 to 8:00 to 10:00 P.M. so a student can take two courses back to back. Some of the most popular courses are "How to Start and Manage a Successful Business," "Bookkeeping & Ledger Maintenance," "Accounting for Managers," "Computers in Small Business," and "Marketing/Advertising/Development."

Small business owners who have no formal business training and who want to improve their business skills can choose from a wide variety of courses at a low fee of $50 for most mini

courses. Text materials for many courses are furnished by the SBA. Audio/visual materials are borrowed from the Business Technology Department of STC. Our adjunct faculty or resource persons are compensated at $15.50 per contact hour.

Fees from the enrollments have maintained the program which is self-sustaining. Heavier class enrollments help to defray the cost of smaller classes. Students may register by phone, mail or in person. Payments are accepted by check, cash or credit card. Companies may be invoiced. Persons over the age of 60 are admitted with no tuition charge if space is available.

Public Relations and Outreach are Effective Tools

The college's marketing strategy involves printing and distributing 20,000/25,000 brochures in cooperation with the Small Business Administration as well as listing courses in the regular Continuing Education tabloid which is mailed to 35,000 residences. Brochures are mailed to all members of the Akron and Canton Better Business Bureau and all Canton Chamber of Commerce members. All local newspapers and local radio stations were contacted.

The Director of Continuing Education has developed good working relationships with organizations throughout the community, each of which has enthusiastically supported Stark Technical College. These resource groups include: The Chambers of Commerce of Canton, Massillon, and Alliance; the Akron Regional Development Board; Savings and Loan Institute of Stark County; Stark County Restaurant Association; the Sales and Marketing Executives Club; the Stark County Community Education Council; the Canton Better Business Bureau; and the Private Industry Council. These vital business organizations helped to insure program flexibility and strengthened linkages to the business community.

Evaluation Guides Future Priorities

Evaluation procedures in continuing education courses differ somewhat from those in degree-credit programs. In the former there is much less emphasis on formal testing and grading. However, each class is monitored. Students evaluate instructors, course content and general data. Testing, of course, does occur, but it is used more for learning reinforcement than for ranking and grading. Continuing education classes are usally more informal and require somewhat different techniques and methods.

In determining the future development of Thursday College some consideration has to be given to the following:

1. Priority Level. Is the need or problem addressed among the most important or critical faced by our community?
2. Consensus Level. Is there a reasonable agreement among agencies and organizations that the plight of small business is significant?
3. Educational Involvement. Are there significant educational components available for involvement of staff?
4. Resource Commitment. Can the SBA commitment be sufficient to provide the necessary resources to counsel the program once it has been designed?
5. Impact Probability. Will the energy and resources required for implementation produce results that will make an observable difference in the community?

Historically, small business has created the bulk of new jobs. If problems of unemployment are to be resolved, it is likely that we must depend on small business as a principal factor in the solution. Small business represents the entry point to opportunity for millions of Americans; this access to opportunity must be preserved and enhanced.

The success of Thursday College for Small Business is vital. As in communities of every size and character throughout this land, "home town" small businesses and their owners fuel civic progress. They provide leadership and investment to help make things happen for the good of the community and for its citizens. It would be difficult to imagine the condition of our towns and cities without small business to perform its civic role.

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